**Teacher: Ms. Christina Ruggiero**

**Class: 8th Grade ENL**

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| **CCLS** | [CCSS.ELA-LITERACY.L.8.2](http://www.corestandards.org/ELA-Literacy/L/8/2/) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  [CCSS.ELA-LITERACY.W.8.2.A](http://www.corestandards.org/ELA-Literacy/W/8/2/a/) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.  Teaching standard: Danielson 3C – Engaging students in learning |
| **Essential Question** | How does climate change affect the arctic and its wildlife?  (Ties into our survival unit in which we study the extreme environment of the Arctic Circle.) |
| **Objective**  **Use Verbs from**  **DOK/Bloom’s Taxonomy** | **Content:** Students will be able to create a three-panel comic strip depicting the cause and effect relationship between climate change and animals. |
| **Language:** Students will write sentences describing the cause/effect relationship between climate change and animals, using the frames, “\_\_\_\_ causes \_\_\_\_\_\_\_\_\_ to \_\_\_\_\_\_\_\_;” “Because of \_\_\_, \_\_\_\_ will \_\_\_\_\_\_;” “The effect of \_\_\_\_\_\_\_\_ on \_\_\_\_\_\_\_\_\_ is \_\_\_\_\_\_.”  Students will orally discuss the cause/effect relationship between climate change and animals, using the frames, “\_\_\_\_ causes \_\_\_\_\_\_\_\_\_ to \_\_\_\_\_\_\_\_;” “Because of \_\_\_, \_\_\_\_ will \_\_\_\_\_\_;” “The effect of \_\_\_\_\_\_\_\_ on \_\_\_\_\_\_\_\_\_ is \_\_\_\_\_\_.” |
| **Vocabulary** | Climate change, cause, effect, habitat |
| **Do Now** | Write down everything you know about climate change on post-its and place them on the K section of our class KWL Chart (What I know about climate change) |
| **Guided Practice/**  **Modeling** | Introduce climate change – ask students what they know about climate change. Have students write their facts on post-its and add to KWL chart. Read students’ facts aloud to the class and ask students what they want to know about climate change. Chart their responses on board.  Introduce arctic animals video - [**www.pbs.org/kqed/oceanadventures/video/arcticanimals**](http://www.pbs.org/kqed/oceanadventures/video/arcticanimals)  Have students select a paper from a bag. Papers contain animal names (polar bear, walrus, arctic fox, beluga whale). Animal that is selected is the group that student works with.  Re-watch arctic animals video and guide students to take notes on their specific animal.  Review cause and effect and three-panel comic strips. |
| **Questioning/**  **Discussion**  **Ex) Turn and Talks**  **Stop and Jots** | What in the video surprised you?  Which animal in the video do you think is the most threatened by climate change and why?  If you were an arctic animal how would you feel about climate change?  What solutions can you come up with to reduce climate change? |
| **Instructional Groups based on Data** | Students will be grouped according to their scores on the 2016 NYSESLAT.  Students will be grouped heterogeneously so that they may work with students at varying proficiency levels to complete leveled tasks. |
| **Independent Practice/ Group Work**  **Check For Understanding** | Write down facts you already know about climate change.  Come up with questions you would like answered about climate change.  Write down facts you learned from the video about your assigned animal. Work with your group to research your animal and the effect climate change has on it.  After students have found sufficient information, each student is to organize their findings into a three-panel comic strip depicting the effects of climate change on their animal.  **First panel:** animal before climate change  **Second panel:** animal during climate change  **Third panel:** results of climate change on animal  After creating their comic strip (either drawing or collaging), students are to describe what is happening in their comic using provided sentence frames (see language objective). |
| **Summary/**  **Assessment** | Students will be assessed on their ability to:   * Work collaboratively to research their assigned animal. * Create a three-panel comic strip depicting the effects of climate change on their assigned animal * Write grammatically correct summaries of the effect of climate change on their animal.   Students’ writing will be assessed using the following rubric:   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | 0 | 1 | 2 | 3 | | Punctuation | No punctuation used. | An effort is made at using punctuation, but it is used incorrectly. | Some minor errors in punctuation usage. | Punctuation is used correctly. | | Capitalization | No capitaliza-tion used. | Capitalization is used, but incorrectly. Many capitals are missing. | Some minor errors in capitalization. | Capitaliza-tion is used correctly. | | Grammar | Writing is illegible due to grammar errors. | Many grammatical errors that obstruct understand-ing. | Some minor grammatical errors that do not obstruct understanding. | Student follows all grammar rules in writing. | | Spelling | Writing is illegible due to spelling errors. | Many spelling errors obstruct understand-ing. | Some minor spelling errors that do not obstruct understanding | All/most spelling is correct. | |
| **Homework** | Make a list of three different ways that you could help to prevent climate change. |
| **Materials**  **(including technology)**  **Differentiation** | Promethean board, laptops, post-its, poster board, comic strip paper, crayons, colored pencils, looseleaf  Students with less English proficiency will be provided with vocabulary words to plug into sentence frames.  More proficient students will be expected to come up with the needed vocabulary independently. |